

IV.A How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Civic-Political Perspective)



K-I 2 Content Overview

This strand raises important questions for social studies students/citizens to address:

- What are the rights and the responsibilities of citizens?
- What *civic dispositions* and traits of private and public character are important to the preservation and improvement of democracy?
- How can citizens participate in public life?

The Fundamental Question of this strand focuses on a matter of importance and complexity: namely, what is — and should be — the relationship between the lives of individuals and conditions in society. The civic-political perspective on the Fundamental Question asks teachers and their students to examine the question from the viewpoint of politics and government. This strand challenges teachers to help their students understand and appreciate the rights of citizenship, which have changed and been debated throughout our nation’s history and will likely change and be debated in the future. The strand also challenges teachers to help students understand and appreciate the responsibilities that accompany those rights. Those responsibilities include a commitment to be informed about issues; to assess issues from the perspective of democratic values; to make informed, wise decisions; and to participate in the civic arena, exercising those rights found in the First Amendment as well as the right to vote.

Thomas Jefferson, in the *Declaration of Independence*, expressed the philosophy that all human beings are endowed with certain unalienable rights, “Life, Liberty, and the pursuit of Happiness” and that the reason why they establish governments is to protect those rights. Of course, the Declaration did not guarantee the rights, nor have the Bill of Rights or other laws. Those rights can only be guaranteed by a people who understand them and commit themselves toward their protection for all citizens. Hence, along with the rights of citizens is the importance for citizens to assume the challenge of civic responsibility. Simply establishing a republican or democratic form of government is no guarantee that system will endure. As George Washington said in his First Inaugural Address, “The preservation of the sacred fire of liberty, and the destiny of the republican model of government, are . . . finally staked, on the experiment entrusted to the hands of the American people.”

Lincoln in his Gettysburg Address expressed a similar view in 1863, when he said that our nation was “conceived in Liberty, and dedicated to the proposition that all men are created equal,” but that with the great Civil War has come the test of “whether that nation or any nation so conceived or so dedicated can long endure.”

Grades K-4

Units and lessons at this level often pertain to the family neighborhood, and community in this and other cultures, to the state, to regions of the nation and world, and to national holidays.

What All Students Should Know

*Teachers should adapt the Guiding Questions listed below, as **appropriate**, for use in their lessons and units. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)*

1. What does it mean to be a citizen in the United States? How does a person become a citizen? (SS1; SS3; SS6; SS7)
2. How are people's rights defined and protected in this and other societies? (SS1; ss3; SS7)
3. Why is it important for individuals to assume both personal and civic responsibilities? How do responsibilities relate to the rights of citizens and democratic ideals? (SS1; SS7)
4. How can Americans learn about issues of public concern, participate in, and try to influence events in their communities and governments? (SS7)
5. Who are the leaders in government and public service that affect us?

What All Students Should Be Able To Do

*As students address the Guiding Questions, they should use and **refine the following** skills:*

- a. develop questions to initiate research (1.1)
- b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)
- c. use technological tools and other resources to locate information (1.4)
- d. comprehend and interpret sources, such as stories, books, news media, and direct **observations** (1.5)
- e. evaluate the accuracy of information and the reliability of sources (1.7)
- f. organize data, information, and ideas into useful forms (*web charts, T-charts, flow charts, etc.*) for analysis and presentation (1.8)
- g. apply acquired information, ideas, and skills to different contexts in the school and community (1.10)
- h. plan and make written, oral, and visual **presentations** for a variety of purposes and audiences (2.1)
- i. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3)
- j. identify and describe problems of the school or

Sample Learning Activities

- In a primary classroom, create a bulletin board focused on the topic of good citizenship in the classroom. As the school year progresses, have students revise the bulletin board by adding other qualities of good citizens as those qualities are exhibited in classroom behavior.
- Write a national anthem about citizenship using a tune like *My Country Tis of Thee* or an invented tune.
- Make illustrations and a display of the many ways that people may serve the public good.
- List the good things that go on in the local community and investigate who makes those things happen, who are the problem solvers and decision makers, and what is the nature of the problems they face and the decisions they make.
- Present Good Citizen Awards for people in the news and Golden Broom Awards to people who have made **contributions** to enhancing the environment. Decide on criteria and who should win using those criteria.
- Communicate in any of a variety of ways how to keep informed, design a plan for keeping informed, assess how well one is carrying out the plan, and modify the plan if needed.
- Create a story about boys and girls in the local community who act in ways that exemplify good citizenship and use that story as the basis for a personal plan on how to be more effective as a citizen.

IV.A How Do the Lives of Individuals and Conditions in Society Affect Each Other?
(Civic-Political Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>What do they do? Why are volunteerism and leadership important? How should a person judge and select leaders? (SS1; SS3; SS7)</p> <p>6. How can citizens, including elementary school students, have a positive effect on their communities? (SS1; ss3; SS7)</p>	<p>local community; propose strategies to prevent or resolve the problems; examine the problems and strategies from multiple perspectives; evaluate the extent to which the strategies address the problem; and assess the costs, benefits, and other consequences of the strategies (3.1; 3.2; 3.3; 3.6; 3.7; 3.8)</p> <p>k. explain the reasoning and identify the information that may be used to support a decision (4.1)</p> <p>l. understand and apply the rights and responsibilities of citizenship in the school and community (4.2)</p> <p>m. identify and explain the duties and responsibilities of individuals in society (4.3)</p> <p>n. recognize and practice honesty in academic work (4.4)</p> <p>o. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p>	<ul style="list-style-type: none"> • Write a political endorsement of a friend who exhibits the qualities of good citizen and leader. Give examples and proof. • Write a description of a good citizen leader. • Draw a T-chart where the left column lists rights of citizens and the right column lists the responsibilities of citizens. Draw lines connecting rights and responsibilities that relate directly to one another, and explain the relationships. • Write a letter to a public official expressing a view on some issue studied.

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history of current events.)</i></p> <ol style="list-style-type: none"> 1. How does a person become a citizen? What is the meaning of citizenship in the United States? (SS1;SS3; SS6; SS7) 2. What are personal, political, and economic rights and responsibilities of United States citizens — adults and children? (SS1; SS2; SS3; SS4; SS6; SS7) 3. How may individuals participate in politics and organizations to achieve personal and social goals? (SS1; SS3; SS6; SS7) 4. How and why are political leadership and public service important for the common good? (SS1; SS3; SS6; SS7) 5. What are examples of social issues and dilemmas citizens and leaders face? How can/should citizens monitor public policy making, 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions and ideas to initiate and refine research (1.1) b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6) c. use technological tools and other resources to locate information (1.4) d. comprehend and interpret sources, such as books, news media, and direct observations (1.5) e. evaluate information, ideas, and arguments to determine viewpoints, credibility of sources, and cause-effect relationships (1.6) f. organize data, information, and ideas into useful forms (<i>web charts, T-charts, flow charts</i>, etc.) for analysis and presentation (1.8) g. apply acquired information, ideas, and skills to different contexts in the school and community (1.10) h. plan and make written, oral, and visual presentations for a variety of purposes and audiences (2.1) i. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3) 	<ul style="list-style-type: none"> • Examine and evaluate the test that the United States Government gives to aliens wanting to become naturalized United States citizens. Debate the issue of whether all citizens should be able to pass the test in order to qualify as voters. • Communicate in any of a variety of ways the personal, political, or economic rights of adult and juvenile citizens. (In this activity the class would be divided into three groups, each group of which is assigned to focus on personal rights, political rights, or economic rights. Students share ideas from their groups in discussions with classmates.) • Interview persons or fellow students from other nations. Ask them about the rights and responsibilities of citizens in those nations. Compare the results with the rights and responsibilities of citizens of Missouri and the United States. • Communicate the meaning of important ideas from the Bill of Bights through some creative, artistic way (e.g., music, rap, drawings, dramatizations, etc.). • Examine the Bill of Bights and consider how life would be different in the United States if some of the amendments were worded differently. • Survey persons over the age of eighteen asking: (a) if they are registered to vote, (b) if they voted in the last three elections, which include local and off-year elections, and (c) if they felt comfortable with their level of knowledge

What All Students Should Know

analyze and evaluate issues, and influence policy-making processes? (SS1; SS2; SS3; SS4; SS5; SS6; SS7)

- 6. How can citizens, including middle school students, have a positive effect on their communities? (SS1; SS3; SS6; SS7)
- 7. What is the role of the government and government agencies in protecting the individual and the environment? (SS1; SS2; SS3; SS6; SS7)

What All Students Should Be **Able To Do**

- j. identify and define problems facing the school and local community; work with others to address those problems; propose strategies to prevent or resolve the problems; examine the problems and strategies from multiple perspectives; evaluate the extent to which the strategies address the problem; and assess the costs, benefits, and other consequences of the strategies (3.1; 3.2; 3.3; 3.6; 3.7; 3.8; 4.6)
- k. analyze and discuss public issues: applying democratic ideals, clarifying the facts of the case, and evaluating the conflicting interests and points of view, alternative positions, and the reasoning used to support the alternative positions (1.6; 3.1; 3.2; 3.3; 3.5; 3.6; 3.8; 4.1; 4.2)
- l. make informed, reasoned decisions (decisions that consider alternatives and their probable consequences; identify, prioritize, and apply criteria for judging the alternatives; etc.); explain the reasoning and information that may be used to support decisions (4.1)
- m. **understand** and apply the rights and responsibilities of citizenship in local, national, and international communities (4.2)
- n. identify and explain the duties and responsibilities of individuals in society (4.3)
- o. recognize and practice honesty in academic work (4.4)
- p. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)

Sample Learning Activities

prior to voting: Write up the results using bar graphs or posters, and report findings.

- Identify from current or historical sources examples of issues where basic rights are involved. For one given case, list and describe the facts of the case and define the issues. Then, participate in a debate on the issue as advocate or as critical listener. Conclude the activity by taking a stand in a position paper format or some other format.
- Identify current issues involving constitutional rights and determine if the similar issues were subject of debate when the Constitution was drafted and ratified.
- Interview public officials whose jobs are to protect citizens in various ways in order to learn how they prepared for and obtained their jobs and to learn what they do. Predict how things would be different if their jobs did not exist.

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> 1. How do concepts of “citizen” and “citizenship” vary among nations? (SS1; SS2; SS3; SS6; SS7) 2. What are the personal, political, and economic rights of citizens? What are the sources of those rights? In what historical and contemporary issues are those rights involved? (SS1; SS2; SS3; SS4; SS6; SS7) 3. What are the personal and civic responsibilities of citizens? When do civic obligations imply that personal desires and interests be subordinated to the public good? (SS1; SS2; SS3; SS6; SS7) 4. What traits of character and <i>civic dispositions</i> are important to the preservation and improvement of American representative democracy? (SS1; SS2; SS3; SS6; SS7) 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions and ideas to initiate and refine research (1.1) b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6) c. use technological tools and other resources to locate information (1.4) d. comprehend and interpret sources, such as books, news media, and direct observations (1.5) e. evaluate information, ideas, and arguments to determine viewpoints, credibility of sources, and cause-effect relationships (1.6) f. organize data, information, and ideas into useful forms (<i>web charts, T-charts, flow charts, etc.</i>) for analysis and presentation (1.8) g. apply acquired information, ideas, and skills to different contexts in the school and community (1.10) h. plan and make written, oral, and visual presentations for a variety of purposes and audiences (2.1) i. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3) 	<ul style="list-style-type: none"> • Compare processes by which aliens become citizens in different countries and the openness of various nations to assimilating people of different nationalities. • Analyze the text of the United States Constitution in order to deduce the rights of citizens; categorize them as personal, political, or economic; identify how those rights might be abused; identify responsibilities to accompany each right; and present findings through posters or dramatizations for audiences of other students, parents, and community • Analyze the text of the First Amendment, focusing on the sequence of ideas presented in it in order to infer the thinking of its framers. Describe the implications of the amendment for today • Study those portions of the Constitution that focus on the rights of citizens. List questions on what the text may mean and seek answers to the questions in the course of United States history studies. • Debate the pros and cons of community service being a graduation requirement. • Select a contemporary song which pertains in some way to the idea of civic responsibility. Analyze the lyrics to determine whether its opinions and ideas reflect or contradict an interest in the common good. • Compare current or past leaders from the perspective of the <i>bases of their power</i>, that is, is the power based on

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>5. Upon what <i>bases of power</i> do different leaders depend? How should a person's leadership be evaluated? (SS1; SS2; SS3; SS6; SS7)</p> <p>6. What social issues do citizens and leaders face? How can/should citizens inform themselves, analyze and evaluate issues, and influence public policy making? (SS2; SS3; SS6; SS7)</p> <p>7. How may citizens strive to achieve personal and social goals by participating in politics and voluntary organizations? (SS2; SS3; SS6; SS7)</p> <p>8. How can citizens, including high school students, have a positive effect on their communities? (SS1; SS2; SS3; SS6; SS7)</p>	<p>j. identify and define problems facing the school and local community; work with others to address those problems; propose strategies to prevent or resolve the problems; examine the problems and strategies from multiple perspectives; evaluate the extent to which the strategies address the problem; and assess the costs, benefits, and other consequences of the strategies (3.1; 3.2; 3.3; 3.6; 3.7; 3.8; 4.6)</p> <p>k. analyze and discuss public issues: applying democratic ideals and constitutional principles, clarifying the facts of the case, and evaluating the conflicting interests and points of view, alternative positions, and the reasoning used to support the alternative positions (1.6; 3.1; 3.2; 3.3; 3.5; 3.6; 3.8; 4.1; 4.2)</p> <p>l. make informed, reasoned decisions (decisions that consider alternatives and their probable consequences; identify, prioritize, and apply criteria for judging the alternatives; etc.); explain the reasoning and information that may be used to support decisions (4.1)</p> <p>m. analyze the processes used in investigating questions under consideration and in making decisions and revise processes if they are not working well (3.4)</p> <p>n. understand and apply the rights and responsibilities of citizenship in local, national, and international communities (4.2)</p> <p>o. identify and explain the duties and responsibilities of individuals in society (4.3)</p> <p>p. recognize and practice honesty in academic work (4.4)</p> <p>q. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p>	<p>illegitimate authority (law or custom), respect, charisma, expertise, coercion, the capacity to reward people, or some combination of those bases of power.</p> <ul style="list-style-type: none"> • Identify a problem in the local community, develop strategies for solving the problem, evaluate proposed solutions to the problem, and communicate the solution to an audience.

IV.B How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Social-Cultural Perspective)



K-12 Content Overview

This strand raises important questions for social studies students/citizens to address:

- How do personal decisions sometimes have public ramifications?
- How do individuals and private organizations strive to influence political systems?
- How do political decisions affect people's lives as individuals and members of groups?
- What common characteristics are shared by societies with a high degree of personal freedom?
- How through volunteer service may citizens have a positive impact on their communities?

Civilized life depends upon much more than a society's political system. It also depends upon the *civil society*, those voluntary personal, social, and economic relationships and organizations that are not part of the government. To cite one example: families — not governments — raise children, and the future of civilized life depends very much upon how well families rise to that challenge.

Totalitarian and democratic societies have been poles apart in their conceptions of the ideal relationship between government and the civil society. In totalitarian societies the institutions of civil society are expected to be arms of active, loyal support for the government, whether those institutions be family, school, church, political party, social club, or business. In democratic societies, on the other hand, the ideal is that the institutions of civil society are guaranteed considerable autonomy, because those societies are committed to the value of human freedom. The United States, for example, protects such autonomy in its Constitution (see especially the Amendments I, IV, and IX in the Bill of Rights and Amendment XIV).

A major challenge of citizenship, here defined as “the quality of an individual's response to membership in a community” (Webster's New Collegiate Dictionary, 1979), is for individuals to participate *ethically in the civil society* in accordance with their own conscience, while at the same time respecting and according the same right for others. Such participation would be far from uniform, because people vary in their interests, personal beliefs, and talents. Hence, the participation may take place in various forms in the contexts of family, religious congregation, service club, music or art group, charitable organization, professional organization, political party, or athletic league. Whatever the group, however, there are decisions to be made, responsibilities to be undertaken, and possibilities of public service in one form or another. In those communities where the civil society is strong, the communities are richer, more wholesome places in which to live.

This strand cannot guarantee that students will rise to the challenge of ethical, responsible participation in the civil society in their private lives. It can, however, help them understand that democratic systems are fragile, being dependent upon the personal and collective behavior of their citizens and a workable balance between diversity and social cohesion.

With this strand students should learn that in this and other democratic societies there are many voluntary groups and organizations through which citizens may work to promote the common good in a variety of ways. This strand can also be used to help students learn skills helpful in participating in an informed, rational manner in such groups, applying problem-solving skills in group contexts, where decisions may be made informally or using some forms of parliamentary procedure.

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to regions of the nation and world, and to national holidays.

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their lessons and units. (They should adjust verbenses depending upon whether the content students are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> 1. How do rules and laws affect our lives and families? (SS1; SS2; SS3; SS6; SS7) 2. What happens when someone fails to carry out his or her responsibilities? (SS6; SS7) 3. How do groups and institutions in the community help to meet individual needs and promote <i>the common good</i>? (SS2; SS6; SS7) 4. How can we work to make our school and community a better place? (SS6; SS7) 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions to initiate research (1.1) b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6) c. use technological tools and other resources to locate information (1.4) d. comprehend and interpret sources, such as stories, books, news media, and direct observations (1.5) e. evaluate the accuracy of information and the reliability of sources (1.7) f. organize data, information, and ideas into useful forms (<i>web charts, T-charts, flow charts</i>, etc.) for analysis and presentation (1.8) g. apply acquired information, ideas, and skills to different contexts in the school and community (1.10) h. plan and make written, oral, and visual presentations for a variety of purposes and audiences. (2.1) i. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3) 	<ul style="list-style-type: none"> • Identify examples of how what a person wants to do may need to be restricted for the good of others. Use problem-solving strategies to identify ways in which people can make reasonable compromises of their own wants for the good of the group. Analyze and evaluate existing solutions to such problems. • Identify characters in stories from children’s literature who fail to carry out their responsibilities. Dramatize consequences of their irresponsibility and dramatize what would have happened if they had carried out their responsibilities. Stories like <i>The Three Little Pigs</i> and <i>The Little Red Hen</i> could be used in this activity to show consequences that follow when responsibilities are not carried out. • Make a list of things that could be done to make your community a better place and indicate which items on the list you can do, cannot do, or choose not to do. Discuss how the term “responsibility” may relate to that list. • Develop and refine a system for listing responsibilities and keep track of how those responsibilities are being carried out. • Using situations found in children’s literature, movies, and real life, identify situations where there are problems in a community that cry out for some solution. Define those problems, propose alternative solutions, assess the solutions using appropriate criteria, and decide what should be done.

IV.B How Do the Lives of Individuals and Conditions in Society Affect Each Other?
(Social-Cultural Perspective)

What All Students Should Know

What All Students Should Be **Able To Do**

Sample Learning Activities

- j. identify and describe problems of the school or ~~local community~~; ~~propose strategies to prevent or~~ **resolve** the problems; examine the problems and strategies from multiple perspectives; evaluate the extent to which the strategies address the problem; and assess the costs, benefits, and other consequences of the strategies (3.1; 3.2; 3.3; 3.6; 3.7; 3.8)
- k. explain the reasoning and identify the information that may be used to support a decision (4.1)
- l. understand and apply the rights and responsibilities of citizenship in the school and community (4.2)
- m. identify and explain the duties and responsibilities of individuals in society (4.3)
- n. recognize and practice honesty in academic work (4.4)
- o. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)

- Based on readings of books by Virginia Hamilton, such as *Many Thousand Gone* and *The People Could Fly*, or books by Patricia McKissack, such as *Christmas in the Big House*, *Mirandy and Brother Wind*, and *Sojourner Truth: Ain't I a Woman?*, or books of other appropriate authors, discuss with students the effects of government, community, and family rules on people's lives.
- Create a chart that shows categories of help or cooperation possible among classmates after the class will have discussed specific kinds of help students can provide to each other.
- Plan a classroom event celebrating the individual and the community. Brainstorm ways to demonstrate and symbolize the two concepts and to communicate their importance. Carry out the event involving students of other classes and parents.
- Investigate and report on how a good work ethic makes the community a better place.

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for USE in their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history of current events.)</i></p> <ol style="list-style-type: none"> 1. How do some personal decisions affect others? (SS2; SS6; SS7) 2. What voluntary organizations serve social needs in the local community? (SS2; SS6; SS7) 3. How do political decisions have an impact on the lives of people as individuals and as members of groups? (SS2; SS3; SS6; SS7) 4. Which <i>societies</i> allow/do not allow individuals a high degree of personal freedom? What characteristics do those societies have in common? (SS2; SS3; SS6; SS7) 5. How may citizens, including middle school/junior high students, personally or through organizations, work to promote the common good through community service or 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions and ideas to initiate and refine research (1.1) b. conduct research, including local field inquiries, to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6) c. use technological tools and other resources to locate information (1.4) d. comprehend and interpret sources, such as books, news media, and direct observations (1.5) e. evaluate information, ideas, and arguments to determine viewpoints, credibility of sources, and cause-effect relationships (1.6) f. organize data, information, and ideas into useful forms (<i>web charts, T-charts, flow charts, etc.</i>) for analysis and presentation (1.8) g. apply acquired information, ideas, and skills to different contexts in the school and community (1.10) h. plan and make written, oral, and visual presentations for a variety of purposes and audiences (2.1) i. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3) 	<ul style="list-style-type: none"> • List examples of personal decisions that people make that have significant consequences for self and others. Predict consequences of those decisions, evaluate the decisions, and draw conclusions. • Design and conduct a field study to gather information about how people in the local community engage in a variety of public service activities. Dramatize findings for audiences of students, showing what was learned, and lead the audiences in discussions of how civic action through public service has made the community a better place. • Compare the United States to other countries that also have a high degree of personal freedom. Describe characteristics that the United States and the other countries have in common. • In classroom group or small group, identify a problem in the local community. Suggest alternative solutions to the problem, evaluate the alternatives in light of explicit group-identified criteria, and decide what is the best solution to the problem. • List ways employee attendance at work affects the success of other employees and the company. Verify ideas by interviews. • Design and participate in a community service project. Evaluate and report on the experience.
<p>SOCIAL STUDIES 5-8</p>		

What All Students Should Know

political activity? Why do people volunteer to participate? (SS6; SS7)

What All Students Should Be **Able To Do**

- j. identify and define problems facing the school and local community; work with others to address those problems; propose strategies to prevent or resolve the problems; examine the problems and strategies from multiple perspectives; evaluate the extent to which the strategies address the problem; and assess the costs, benefits, and other consequences of the strategies (3.1; 3.2; 3.3; 3.6; 3.7; 3.8; 4.6)
- k. analyze and discuss public issues: applying democratic ideals, clarifying the facts of the case, and evaluating the conflicting interests and points of view, alternative positions, and the reasoning used to support the alternative positions (1.6; 3.1; 3.2; 3.3; 3.5; 3.6; 3.8; 4.1; 4.2)
- l. make informed, reasoned decisions (decisions that **consider** alternatives and their probable consequences; identify, prioritize, and apply criteria for judging the alternatives; etc.); explain the reasoning and information that may be used to support decisions (4.1)
- m. understand and apply the rights and responsibilities of citizenship in local, national, and international communities (4.2)
- n. identify and explain the duties and responsibilities of individuals in society (4.3)
- o. recognize and practice integrity in academic work (4.4)
- p. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)

Sample Learning Activities

- Compile a list of summer community service activities or projects in which students from the school could participate.
- Review major public issues and problems in the local community, utilizing a community study, if available. Determine which issues are social/cultural in nature, and suggest solutions.

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography,

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> 1. What are examples of personal decisions that have short- and long-term effects on society? How should such decisions be made and evaluated? (SS2; SS6; SS7) 2. How do voluntary organizations serve social needs in the local community, state, nation, and world? (SS2; SS6; SS7) 3. How do political decisions have short- and long-term effects on the lives of people as individuals, members of groups, and members of society? (SS2; SS3; SS6; SS7) 4. In what ways can citizens, including high school students, work personally or in organizations to promote the common good through community service or political activity? (SS2; SS3; SS6; SS7) 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions and ideas to initiate and refine research (1.1) b. conduct research, including local field inquiries, to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6) c. use technological tools and other resources to locate information (1.4) d. comprehend and interpret sources, such as books, news media, and direct observations (1.5) e. evaluate information, ideas, and arguments to determine viewpoints, credibility of sources, and cause-effect relationships (1.6) f. organize data, information, and ideas into useful forms (<i>web charts, T-charts, flow charts</i>, etc.) for analysis and presentation (1.8) g. apply acquired information, ideas, and skills to different contexts in the school and community (1.10) h. plan and make written, oral, and visual presentations for a variety of purposes and audiences (2.1) i. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3) 	<ul style="list-style-type: none"> • Interview personnel officials from a variety of businesses that hire high school students and young adults in order to develop lists of responsibilities employees must carry out to perform their jobs. Categorize those responsibilities, and explain why each category of responsibility is important for the success of the business and protection of the general public. • Generate a list of adults who have expertise with regard to personal decisions high-school-age students make that have significant short- and long-term consequences for themselves and for society. Survey those adults, and present findings in creative ways to audiences, such as junior and senior school high students or adults. • Investigate the variety of ways civic organizations work to promote the common good in the community. Prepare a directory of such organizations, describing what they do and informing readers how they may assist them. • Given a list of five local charities, investigate what those charities do, and rank those charities using explicit, class-developed criteria to determine which of those charities are of greatest importance. • Investigate and evaluate in the light of democratic ideals and conditions of the times those policies of the United States government that had a profound impact upon the lives of people belonging to a racial, ethnic, or nationality group (e.g., African-Americans during Reconstruction, Native-American Indians throughout the history of the United States, or Japanese-American citizens and aliens during World War II).

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>5. How may <i>societies</i> that protect personal freedom be contrasted to societies that restrict personal freedom? (SS2; SS3; SS6; SS7)</p>	<p>j. identify and define problems facing the school and local community; work with others to address those problems; propose strategies to prevent or resolve the problems; examine the problems and strategies from multiple perspectives; evaluate the extent to which the strategies address the problem; and assess the costs, benefits, and other consequences of the strategies (3.1; 3.2; 3.3; 3.6; 3.7; 3.8; 4.6)</p> <p>k. analyze and discuss public issues: applying democratic ideals and constitutional principles, clarifying the facts of the case, and evaluating the conflicting interests and points of view, alternative positions, and the reasoning used to support the alternative positions (1.6; 3.1; 3.2; 3.3; 3.5; 3.6; 3.8; 4.1; 4.2)</p> <p>l. make informed, reasoned decisions (decisions that consider alternatives and their probable consequences; identify, prioritize, and apply criteria for judging the alternatives; etc.); explain the reasoning and information that may be used to support decisions (4.1)</p> <p>m. analyze the processes used in investigating questions under consideration and in making decisions and revise processes if they are not working well (3.4)</p> <p>n. understand and apply the rights and responsibilities of citizenship in local, national, and international communities (4.2)</p> <p>o. identify and explain the duties and responsibilities of individuals in society (4.3)</p> <p>p. recognize and practice integrity in academic work (4.4)</p> <p>q. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p>	<ul style="list-style-type: none"> • Contrast the relationship between <i>civil society</i> and government in democratic and totalitarian systems focusing on a single example of those relationships (e.g., between church and state, family and state, or business and state). • Study how the local city council operates and simulate it in the classroom, discussing ordinances that relate directly to the private lives of citizens and to groups within the community. • Produce an alphabetized directory of major organizations people have created to safeguard individual rights and to promote other democratic ideals, such as patriotism, public safety, equality, and the general welfare.

IV.C How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Historical Perspective)



K-12 Content Overview

This strand raises important questions for social studies students/citizens to address as they study history:

- How have relationships between individuals and governments varied in different times and places? What theories have been espoused to justify those various relationships?
- Why have individuals and private groups become motivated to engage in political activity and public service?
- How have individuals and private groups taken action to influence decisions pertaining to public policy?
- How have the ideals of individualism and concern for the common good sometimes come into conflict and manifested themselves in different times and places?

The relationship between individuals in *civil society* and their governments have varied considerably throughout history, depending upon the political system (hereditary monarchy, theocracy, totalitarian dictatorship, democracy, etc.) and its supporting theories or ideologies (divine right of kings, social contract, etc.). Moreover, throughout history and for a variety of reasons, different individuals and private groups have been motivated to support change or the status quo in matters of public policy.

This strand engages students in explorations of such matters with the intent of helping them place in historical perspective the relationship between individuals in civil society and their governments. With such a perspective, students will learn that the practices of today have grown out of past human experiences and people's **interpretations** of those experiences. Students will also learn that the practices of today often differ profoundly from those experienced by people living in other times and places. The historical perspective makes it possible for students to gain insight into the consequences other systems have for the lives of their peoples and may contribute to deeper commitments to the democratic ideals upon which this system is based.

Grades K-4

Units and lessons at this level often pertain to the family neighborhood, and community in this and other cultures, to the state, to regions of the nation and world, and to national holidays.

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their lessons and units. (They should adjust verb tenses depending upon whether the content, students are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> 1. How have the actions of government officials and private citizens committed to public service had an impact upon the lives of people in my family my community other communities, Missouri, and the United States? What motivated them? What choices did they face? What decisions did they make? What did they accomplish? (SS2; sS6; SS7) 2. How did their accomplishments advance one or more democratic ideals, such as freedom, justice, equality and promotion of the common good? (SS2; SS6; SS7) 3. What skills and qualities of character did they need to accomplish what they did? (SS2; SS6; SS7) 4. How are democratic ideals celebrated in our nation's holidays? (SS2; SS6; SS7) 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions to initiate research (1.1) b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6) c. use technological tools and other resources to locate information (1.4) d. comprehend and interpret sources, such as stories, books, news media, and direct observations (1.5) e. evaluate the accuracy of information and the reliability of sources (1.7) f. organize data, information, and ideas into useful forms (<i>web charts, T-charts, flow charts</i>, etc.) for analysis and presentation (1.8) g. apply acquired information, ideas, and skills to different contexts in the school and community (1.10) h. plan and make written, oral, and visual presentations for a variety of purposes and audiences (2.1) i. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3) j. explain the reasoning and identify the information that may be used to support a decision (4.1) 	<ul style="list-style-type: none"> • In a primary classroom, have students communicate the meaning of the words in the Pledge of Allegiance to the Flag in any of a variety of ways. • Make a special Wall of Fame (classroom, school, community, cultural group, Missouri, United States, etc.) using student-developed criteria for selections. • In a primary classroom, construct a "Wall of Fame" for public heroes like George Washington, Susan B. Anthony, and Martin Luther King, Jr. Students could honor those people with pictures, symbols, and words. • Write and publish character sketches of men and women from local, state, national, or world history, focusing on their ideals, what motivated them, and their leadership. • For one or more democratic ideals (e.g., freedom, justice, equality etc.) or ethical standards (e.g., responsibility, compassion, honesty, etc.), find examples of people from history who have lived by and promoted those values or standards and show creatively how they have done so. • Create a poster, mural, or dramatization depicting the meaning of the Pledge of Allegiance or the meaning of one or more national holidays. • Identify a local business leader and, based upon research, identify that person's contributions to the local community.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
	<p>k. evaluate the actions of people from history applying, as appropriate, democratic ideals (freedom, justice, equality, domestic peace, concern for the general welfare, etc.) and ethical standards (honesty, integrity, loyalty, courtesy, responsibility, fairness, kindness, compassion, etc.) (4.3)</p> <p>l. recognize and practice honesty in academic work (4.4)</p> <p>m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p>	

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history of current events.)</i></p> <ol style="list-style-type: none"> 1. How have the actions of individuals served to promote the common good in this and other societies? What were their motivations, goals, challenges, and achievements? How should we evaluate their efforts? (SS2; SS6; SS7) 2. In what ways have responsibilities of private citizens to the public good changed/stayed the same over time? Why? (SS2; SS6; SS7) 3. How have ideas in the Constitution, as changed by amendment and interpretation, and other laws affected relationships between individuals and government and between individuals and <i>institutions in civil society</i>? (SS1; SS2; SS3; SS6; SS7) 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions and ideas to initiate and refine research (1.1) b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6) c. use technological tools and other resources to locate information (1.4) d. interpret and evaluate primary and secondary historical sources (1.5) e. evaluate information, ideas, and arguments to determine viewpoints, credibility of sources, and cause-effect relationships (1.6) f. organize data, information, and ideas into useful forms (outlines, time lines, <i>web charts</i>, <i>T-charts</i>, <i>flow charts</i>, etc.) for analysis and presentation (1.8) g. apply acquired information, ideas, and skills to different contexts (1.10) h. plan and make written, oral, and visual presentations for a variety of purposes and audiences (2.1) i. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3) 	<ul style="list-style-type: none"> • Create political cartoons that compare the responsibilities of American citizens during different times in history (e.g., times of war vs. times of peace). • Based on library and other research, study and report on the lives of different men and women who contributed to the common good of the community, state, nation, or world. • Conduct research into the life of a man or woman of the present day or from history who has contributed to the common good of the community, state, nation, or world. (a) Communicate findings in creative ways, such as dramatizations, drawings, collages, comic books, and biographies, or (b) assume the role of that person and join in conversation with students who are assuming roles of other such people to discuss the responsibilities of private citizens to the common good. • Study the text of the Constitution, as amended, to find specific language that guarantees to citizens some au-tonomy from government and guarantees their right to participate in groups that are part of civil and political society While studying United States history, trace the history of those guarantees and record findings on a timeline or by some other graphic means. • Find and trace by timeline examples of laws that have affected relationships between individuals and the institutions of <i>civil society</i> (Jim Crow laws, public accommodations laws, minimum wage laws, etc.).

What All Students Should Know

4. How has the issue of the conflict between the demands of personal responsibility and the demands of civic responsibility varied over time? (SS2; SS6; SS7)

What All Students Should Be **Able To Do**

- j. evaluate the actions of people from history applying, as appropriate, democratic ideals (freedom, justice, equality, domestic peace, concern for the general welfare, etc.) and ethical standards (honesty, integrity, loyalty, courtesy, responsibility, fairness, kindness, compassion, etc.) (4.3)
- k. recognize and practice integrity in academic work (4.4)
- 1. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)

Sample Learning Activities

- Research trends with regard to whether private groups or governments provide services to people in need (the elderly the sick, children, etc.).
- Research prominent business people to learn about their contributions and how their decisions have affected the common good of the community, state, nation, or world.

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p><i>Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> How have the actions of individuals impacted upon the common good in this and other societies? What were their motives, goals, challenges, and achievements? How should we evaluate their efforts? (SS2; SS6; SS7) How have responsibilities of private citizens to the common good changed over time in this and other cultures? How have responsibilities of governance systems to the common good changed over time in this and other cultures? What factors have caused those changes? (SS2; SS3; SS6; SS7) What ideas and movements influenced the framers of the Declaration of Independence and the United States Constitution? (SS1; SS2; SS6; SS7) 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> develop questions and ideas to initiate and refine research (1 .1) conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6) use technological tools and other resources to locate information (1.4) interpret and evaluate primary and secondary historical sources (1.5) evaluate information, ideas, and arguments to determine viewpoints, credibility of sources, and cause-effect relationships (1.6) organize data, information, and ideas into useful forms (outlines, timelines, <i>web charts</i>, <i>T-charts</i>, <i>flow charts</i>, etc.) for analysis and presentation (1.8) apply acquired information, ideas, and skills to different contexts (1 .10) plan and make written, oral, and visual presentations for a variety of purposes and audiences (2.1) exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3) 	<ul style="list-style-type: none"> Study those portions of the Constitution that focus on the rights of citizens. List questions on what the text may mean and seek answers to the questions in the course of United States history studies. Analyze the text of the First Amendment, focusing on the sequence of ideas presented in it in order to infer the viewpoint of its framers. Describe the implications of the amendment for today. Draw a timeline indicating the evolution of rights held by different groups of Americans from 1791 to the present. After studying biographical information about a famous American person from history, assume the role of that person and address the class about any problems pertaining to the rights or responsibilities of citizenship about which he or she was concerned. Trace the applicability of the United States Bill of Rights to state and local governments from 1791 to the present. In the process study the text of the Fourteenth Amendment, and examine the theory of incorporation in the light of Supreme Court cases (e.g., <i>Chicago, Burlington & Quincy Railroad Co. v. Chicago</i>; <i>Gitlow v. New York</i>; <i>Near v. Minnesota</i>; <i>Stromberg v. California</i>; <i>Mapp v. Ohio</i>; <i>Gideon v. Wainwright</i>; and <i>Abington Township v. Shempp</i>). Findings may be shown on a timeline. (A user-friendly reference for high school students on the theory of incorporation is John Patrick, <i>The Young Oxford Companion to the Supreme Court of the United States</i>, New York: Oxford Press, 1994.) Optional extension: Create a similar timeline

**IV.C How Do the Lives of Individuals and Conditions in Society Affect Each Other?
(Historical Perspective)**

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>4. How have the rights of citizens changed through the history of the United States as the Constitution has been amended and reinterpreted? (SS1; SS2; SS6; SS7)</p> <p>5. How have conflicting demands of personal responsibility and civic responsibility varied over time in the history of this and other societies? (SS2; SS6; SS7)</p>	<p>j evaluate the actions of people from history applying, as appropriate, democratic ideals (freedom, justice, equality, domestic peace, concern for the general welfare, etc.) and ethical standards (honesty, integrity, loyalty, courtesy, responsibility, fairness, kindness, compassion, etc.) (4.2)</p> <p>k. recognize and practice integrity in academic work (4.4)</p> <p>1. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p>	<p>pertaining to the changing responsibilities of citizens, and determine what factors have caused changes in those responsibilities over time.</p> <ul style="list-style-type: none"> • Find folk songs or popular songs from the past that pertain in some way to the rights and responsibilities of citizenship and assess whether the ideas in the lyrics communicate well the rights or responsibilities of citizenship. • Plan and carry out a meeting of students in class with local business people as resources to identify and examine dilemmas the business people face pertaining to choices between responsibility to self and company versus responsibility to employees and society. (Sample dilemmas include decisions about whether companies should provide day care for the children of their employees, provide medical insurance benefits for their employees, purchase expensive anti-pollution devices, drug test their employees, and establish and carry out their own affirmative action programs.) After identifying a long list of such issues, study a few of them using cost-benefit analyses, and hypothesize how and why those issues would have been resolved differently in other historical eras. Investigate the hypotheses, and present findings in creative ways to the business people and others in the community. • See the Sample Performance Activities listed for Level 5-8. Several of them would also apply here, being focused on different specific historical content, which may be found in high school programs.

IV.D How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Economic Perspective)

K-12 Content Overview

This strand raises important questions for social studies students/citizens to address:

- Why and how do individuals make economic decisions? What impact do those decisions have on themselves and others?
- Why is it necessary for governments to produce public goods to satisfy some economic wants?
- How do some private economic decisions affect the welfare of third parties?
- How do government actions affect the economic options of individuals and households?



From an economic perspective the lives of individuals and conditions in society certainly do affect one another, with government playing an important part in that relationship. Following are a few of the reasons why individuals, governments, and social-economic conditions are in dynamic relationship:

Not **all economic wants can be satisfied through private life decisions in a market economy**. To be sure, many economic wants can be met by consuming *private goods*. Private goods have two characteristics: producers can withhold them from people who refuse to pay for them, and those who pay for them can prevent others from consuming them. Food is an example of a private good. **A person** who produces food can refuse to provide it for a person who is **unwilling** to pay for it. Moreover, the food, if someone eats it, is not available for someone else. Not all human wants, however, can be met by private goods. National defense, fire protection in crowded neighborhoods, an educated citizenry, and flood control are examples of *public goods* in that these are goods and services producers cannot withhold from individuals who refuse to pay for them. They are also goods that cannot be consumed exclusively by an individual or group of individuals. Public goods cannot be provided adequately by private individuals in a market system because private businesses tend not to produce things for which people choose not to pay, and consumers tend not to pay for goods and services that are available to others at no cost. Hence, governments produce public goods and tax people to pay for producing them. If they did not do so, quality of private life would be in danger. That is, some very important human wants like national defense and public safety would not be satisfied.

Some **private economic decisions have public ramifications**. Some **private** economic decisions may be attended by externalities, which economists define as spill-over effects of production or consumption decisions that affect the welfare of people who are not parties directly involved in an economic exchange. The externalities may be positive, as **in** the case of an individual who invests in the education of self or family which may benefit not only those who receive the education, but also employers and the community at large. Governments may try to promote such positive externalities — third-party benefits -by subsidizing costs of production.

The externalities may also be negative, as **in** the case of decisions of business that cause pollution or decisions of individuals to smoke, which may pose health risks to others from second-hand smoke. Governments may try to regulate people's behavior or to tax and make corrections in order to reduce such negative externalities, i.e., third-party costs.

All economic decisions of governments have private-life ramifications. When governments tax, spend money, and enforce regulations, they affect the private lives of individuals and households.

The focus of this strand is on helping students attain the knowledge base and skills that will help them in analyzing decision situations and in making rational decisions, both as private individuals and as members of the citizenry, who are called upon to vote on issues that have heavy economic overtones.

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to regions of the nation and world, and to national holidays.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>Teachers should adapt the Guiding Questions listed below, as appropriate, for USE in their lessons and units. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)</p> <ol style="list-style-type: none"> 1. What private-life economic decisions do consumers and business people make in neighborhoods and communities? How should they make such decisions <i>rationally</i>? (SS4; SS7) 2. What are the <i>opportunity costs</i> and benefits of economic decisions pertaining to major purchases, saving or spending money, and making investments in oneself through training and education? (SS4; SS7) 3. How do some individual economic decisions affect the welfare of other people in the community? (SS4; SS6; SS7) 	<p>As students address the Guiding Questions, they should use and refine <i>the following skills</i>:</p> <ol style="list-style-type: none"> a. develop questions to initiate research (1.1) b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.6) c. design and conduct surveys and field inquiries to study economic phenomena in the local community (1.3) d. use technological tools and other resources to locate information (1.4) e. comprehend and interpret sources, such as stories, books, news media, and direct observations (1.5) f. evaluate the accuracy of information and the reliability of sources (1.7) g. organize data, information, and ideas into useful forms (<i>web charts, T-charts, flow charts</i>, etc.) for analysis and presentation (1.8) h. apply economics concepts and reasoning to everyday life (1.10) i. plan and make written, oral, and visual presentations (2.1) 	<ul style="list-style-type: none"> • Conduct a survey to construct a list of commonly-made economic decisions of students and adults. Distinguish between those decisions that are major and those that are minor by identifying <i>opportunity costs</i> and their relative significance. • Examine literature for examples of economic decision making and analyze the consequences of the decisions for the decision maker and others. (Possible literature may include <i>A Coat for Anna</i> by Harriet Ziefert, <i>Something Special for Me</i> and <i>A Chair for My Mother</i> by Vera Williams, <i>Shoeshine Girl</i> by Clyde Robert Bulla, <i>The Trading Game</i> by Alfred Slote, <i>Homer Price</i> by Robert McClosky, and <i>Chicken Sunday</i> by Patricia Polacco. Some Berenstain Bear books also deal with economic decisions.) • Identify from a catalog a list of “the best things for me to buy,” assuming a \$100 spending limit. Identify the opportunity costs of some of the items. • In group discussions, apply a <i>rational decision making process</i> to the making of various economic decisions. • Create and present a story about how one foolish economic decision leads to unfortunate consequences for oneself and for others in the family and community. • Compose questions for guest speakers — school or government leaders — about the difficult economic decisions they have had to make. • With assistance from a librarian, seek sources for economics-related stories that show the relationship between private-life choices decisions and economic conditions in society.

IV.D How Do the Lives of Individuals and Conditions in Society Affect Each Other?
(Economic Perspective)

What All Students Should Know

What All Students Should Be **Able To Do**

Sample Learning Activities

- j. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3)
- k. identify and describe economic decisions to be made in the local community; identify decision alternatives; examine the alternatives from multiple perspectives, considering different criteria; evaluate the extent to which the **alternatives** are consistent with the criteria; assess the costs, benefits, and other consequences of the alternatives; and explain the reasoning in support of the decision that was made (3.1; 3.2; 3.3; 3.6; 3.7; 3.8; 4.1)
- l. recognize and practice honesty in academic work (4.4)
- m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)

Grades 5-8

Courses, units, and **lessons** at this level often pertain to United States history world history, and **world** or regional geography.

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>Teachers should <i>adapt</i> the Guiding Questions listed below, as appropriate, <i>for</i> use in their <i>courses, units, and lessons</i>. (<i>They should adjust verb tenses depending upon whether the content students are studying pertains to history of current events.</i>)</p> <ol style="list-style-type: none"> 1. What economic decisions do consumers and businesses make every day? (SS4; SS7) 2. What are the <i>opportunity costs</i> of economic decisions made by consumers and businesses? What are short- and long-term consequences of those decisions? How should people make <i>rational economic decisions</i>? (SS2; SS4; SS5; SS6; SS7) 3. How do some personal and business economic decisions affect the public good in the community? How should those decisions be analyzed and evaluated? (SS2; SS4; SS5; SS6; SS7) 4. How do government programs, taxes, and regulations, as well as charities and private schools, affect 	<p>AS students address the Guiding Questions, they should use and <i>refine</i> the following skills:</p> <ol style="list-style-type: none"> a. develop questions and ideas to initiate and refine research (1.1) b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.6) c. design and conduct surveys and field inquiries to study economic phenomena in the local community (1.3) d. use technological tools and other resources to locate different sources of information (1.4) e. comprehend and interpret sources, such as books, news media, economic statistics, graphs, charts, and direct observations (1.5) f. evaluate the accuracy of information and the reliability of sources (1.7) g. organize data, information, and ideas into useful forms (outlines, <i>web charts</i>, <i>T-charts</i>, <i>flow charts</i>, etc.) for analysis and presentation (1.8) h. apply economics concepts and reasoning to everyday life (1.10) i. plan and make written, oral, and visual presentations (2.1) 	<ul style="list-style-type: none"> • Using newspapers, advertisements, and catalogs as sources for prices of goods and services, determine which goods and services a family with a certain income could afford. Predict consequences of a family spending more than it can afford, and check the accuracy of the predictions by interviewing people with expertise in matters of family finance. • Use an economic <i>decision-making grid</i> to assist in making a <i>rational economic decision</i> (i.e., determining which economic choice is the best from among alternatives for an individual after selecting economic goals). Decisions may be private decisions (consumer or work-related) or public (local school tax issue, changing hours at the public library, etc.). • Using a variety of news sources, identify recent government actions on national and state levels. Chart the probable effects of the actions on individual, family, and business economic options. • Using a circle graph, diagram one's own use of time during the week. Compare the graph with that of an adult in the local community, paying special attention to the proportion of time spent in civic matters. • Design and conduct field studies (e.g., surveys or interviews of representative samples of business people, union leaders, and government officials) to investigate the effects of laws and government regulations on local

**IV.D How Do the Lives of Individuals and Conditions in Society Affect Each Other?
(Economic Perspective)**

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>individual and family economic options? What issues are being debated in this area? How could those issues be analyzed and re-solved in some specific cases? (SS2; SS4; SS6; SS7)</p>	<p>j. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3)</p> <p>k. describe economic decisions to be made; identify decision alternatives; examine the alternatives from multiple perspectives, considering different criteria; evaluate the extent to which the alternatives are consistent with the criteria; assess the costs, benefits, and other consequences of the alternatives; and explain the reasoning in support of the decision that was made (3.1; 3.2; 3.3; 3.6; 3.7; 3.8; 4.1)</p> <p>l. analyze the duties and responsibilities of individuals in society as they make economic decisions (4.3)</p> <p>m. recognize and practice honesty in academic work (4.4)</p> <p>n. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p>	<p>businesses and the community Prepare a T-chart to help assess benefits and costs of the laws and regulations.</p> <ul style="list-style-type: none"> • Conduct research to find answers to this question, “Why do some jobs pay more than others?”

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography

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What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>Teachers should <i>adapt the Guiding Questions listed below, as appropriate, for use in their courses. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)</i></p> <ol style="list-style-type: none"> 1. What short- and long-term consequences and <i>opportunity costs</i> accompany specific economic decisions made by consumers, workers, and business people? How could they make rational economic decisions? (SS2; SS5; SS6; SS4; SS7) 2. How do some personal and business economic decisions affect the public good in the community, nation, and world? How could those decisions be analyzed and evaluated? (SS2; SS4; SS5; SS6; SS7) 3. How do government programs, taxes, and regulations affect options of men, women, families of different social classes, businesses, communities, and regions? Similarly, how do decisions of other organizations affect people's lives? What issues are 	<p><i>As students address the Guiding Questions, they should use and refine the following skills:</i></p> <ol style="list-style-type: none"> a. develop questions and ideas to initiate and refine research (1 .1) b. conduct research to answer questions, discover patterns and relationships, and evaluate information and idea. (1.2; 1.6) c. design and conduct surveys and field inquiries to study economic phenomena in the local community (1.3) d. use technological tools and other resources to locate different sources of information (1.4) e. comprehend and interpret sources, such as books, news media, economic statistics, graphs, charts, and direct observations (1.5) f. evaluate the accuracy of information and the reliability of sources (1.7) g. organize data, information, and ideas into useful forms (outlines, <i>web charts</i>, <i>T-charts</i>, <i>flow charts</i>, etc.) for analysis and presentation (1.8) h. apply economics concepts and reasoning to everyday life (1.10) i. plan and make written, oral, and visual presentations (2.1) 	<ul style="list-style-type: none"> • Design and conduct a survey to identify significant <i>economic decisions</i> being made by high school students and recent graduates. Communicate findings of the survey to audiences of high school students through dramatizations, following which involve the audiences in discussion of the likely consequences of the various decisions shown in the dramatizations. • Keep a log of one's own economic decisions and project consequences. For those that have significant consequences, differentiate between consequences that are short-term and consequences that are long-term. Evaluate the decisions. • Identify likely consequences and opportunity costs of past or current economic decisions made by governments or other economic institutions. Evaluate the decisions using a <i>decision grid</i>. • With assistance of resource people from the local Chamber of Commerce or County Planning Commission, create an economic development plan for the local community, which includes public costs of such matters as streets, sewers, and utilities. • Chart U.S. economic aid to other countries and assess the benefits to this and the other countries. • Design and participate in a simulation activity involving the challenge of identifying alternative ways of balancing the federal budget and making decisions on which alternatives to choose.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>being debated in this area? How should those issues be analyzed and resolved in specific cases? (SS2; SS4; SS5; SS6; SS7)</p> <p>4. Why do individuals, groups, and organizations vary in their evaluations of public policies that have economic implications? How do they try to influence political decision making? (SS2; SS4; SS6; SS7)</p>	<p>j. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3)</p> <p>k. describe economic decisions to be made; identify decision alternatives; examine the alternatives from multiple perspectives, considering different criteria; evaluate the extent to which the alternatives are consistent with the criteria; assess the costs, benefits, and other consequences of the alternatives; and explain the reasoning in support of the decision that was made (3.1; 3.2; 3.3; 3.6; 3.7; 3.8; 4.1)</p> <p>l. analyze the duties and responsibilities of individuals in society as they make economic decisions (4.3)</p> <p>m. explore, prepare for, and seek educational and job opportunities (4.8)</p> <p>n. recognize and practice honesty in academic work (4.4)</p> <p>o. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p>	<ul style="list-style-type: none"> • Research how variations in population density affect the economic options of individuals and communities.

IV.E How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Geographic Perspective)



K-1 2 Content Overview

This strand raises important questions for social studies students/citizens to address:

- How do human activities affect places and regions, sometimes giving rise to public policy issues and controversies?
- How may geographic knowledge, skills, and perspectives be used to help individuals make responsible decisions in their private and public lives?
- What **are** public consequences of decisions that disregard a geographic perspective?
- What is the practical role of geography in planning for the future?

To the person familiar with history and current affairs who reads the above questions, it is clear that this strand is an important one. People make many decisions in their private lives that relate to geography and affect the environment. Those decisions pertain to where to build or buy a house, how to dispose of trash, and how to vote on issues that pertain to land use in the local community. Many of those decisions, while private, also have public ramifications. For example, should people who build their homes on flood plains expect to receive federal funds if their homes are inundated by floods? Should farmers be subject to regulation regarding applications of pesticides, which might affect water supplies? Should people buy automobiles that consume much gasoline? The answers to such questions are subjects for discussion and for rational decision making, where informed, intelligent people may take different positions. This strand explores such important matters.

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to regions of the nation and world, and to national holidays.

What All Students Should Know

*Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their lessons and units. (They should adjust verb tenses depending upon whether the content students are **studying** pertains to history or current **events**.)*

1. How do people in this and other cultures use land and resources in adapting to their physical environments? (SS2; SS5; SS7)
2. What are examples of public lands and of private lands? Why are some lands set aside and used as public lands? (SS2; **SS4**; SS5; SS7)
3. What are socially responsible ways of using the physical environment and natural resources? (SS5; SS6; SS7)
4. How should geographic tools, knowledge, and skills be used when making decisions? (SS5; SS7)
5. What are examples and results of poor geographic decisions in communities? (SS2; SS5; SS7)

What All Students Should Be **Able To Do**

*As **students** address the Guiding Questions, they should use and **refine the** following skills:*

- a. develop questions to initiate research (1.1)
- b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)
- c. use technological tools and other resources to locate information (1.4)
- d. interpret geography resources (maps, globes, atlases, etc.) and other sources (stories, news media, and direct observations, etc.) (1.5)
- e. evaluate the accuracy of information and the reliability of sources (1.7)
- f. organize data, information, and ideas into useful forms (*web charts, T-charts, flow charts*, etc.) for analysis and presentation (1.8)
- g. apply geographic knowledge and skills to everyday life (1.10)
- h. plan and make written, oral, and visual presentations (2.1)
- i. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3)
- j. identify and define problems/issues concerning people's use of the biosphere; propose alternative

Sample Learning Activities

- In a primary or upper-elementary classroom, have students develop an ecology project focused on protection or improvement of the environment around the school.
- Communicate through visual means (posters, collages, booklets, etc.) how people use each part of the environment: land, air, water, plants, and animals.
- Compare how people depend upon the physical environment in your community with how people do so in another part of Missouri or another region of the world.
- Read and discuss books about environmental degradation, such as *The Lorax* by Theodore Geisel (Dr. Seuss), *The River Wild* by Lynn Cherry, or *Just a Dream* by Chris Van Allsberg. Then, investigate how individuals, communities, private enterprises, or governments work with the environment in ways that may strengthen or weaken its capacity to support quality human living.
- Identify some local issue related to people's use of the environment. Examine different points of view related to the issue, take a stand on the issue, and communicate ideas in any of a variety of ways. For example, should a nearby woodland or a wetland be removed to make space for a shopping center or farm?
- Study different geographic regions to compare how people in different cultures use their environments. Project results.
- Have teams of students develop lists of actions citizens can take that will help preserve our natural resources. Select one local concern. Define the problem, consider alternatives, come up with a plan for resolving the problem, and act on the plan.

**IV.E How Do the Lives of Individuals and Conditions in Society Affect Each Other?
(Geographic Perspective)**

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
	<p>solutions, project probable consequences of the alternatives, consider different viewpoints, and evaluate costs and benefits of the alternatives in the light of aesthetic, practical, and ethical criteria (3.1; 3.2; 3.3; 3.6; 3.7; 3.8)</p> <p>k. explain the reasoning and identify the information that may be used to support a decision (4.1)</p> <p>l. explain the duties and responsibilities of individuals in their communities (4.3)</p> <p>m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p> <p>n. recognize and practice honesty in academic work (4.4)</p>	<ul style="list-style-type: none"> • Construct a <i>T-chart</i> where the left-hand column lists examples of private lands in the community, county, state, or nation and the right-hand column lists examples of public lands in the community, county, state, or nation.

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography

What All Students Should Know

Teachers should *adapt* the Guiding Questions listed below, as appropriate, for **USE** in their courses, units, and lessons. (They should *adjust* verb tenses *depending* upon whether the content students are studying pertains to *history Of current events*.)

1. How do human actions and uses of technology affect environments? (SS2; ss5; SS7)
2. How are public lands and private lands used? (SS2; SS5; SS7)
3. What geographic knowledge, skills, and perspectives do citizens need in order to make decisions that are likely to improve the quality of their lives now and to plan responsibly for the future? (SS5; SS6; SS7)
4. What responsibilities do citizens have to their environments? What happens when individuals make decisions without considering how to use resources wisely and how their actions may affect ecosystems? (SS2; ss5; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and *refine* the following skills:

- a. develop questions and ideas to initiate and refine research (1.1)
- b. conduct research including field *inquiries* involving interviews or surveys to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)
- c. use technological tools and other resources to locate information (1.4)
- d. interpret geography resources (maps, globes, atlases, etc.) and other sources (stories, news media, and direct observations, etc.) (1.5)
- e. evaluate the accuracy of information and the reliability of sources (1.7)
- f. organize data, information, and ideas into useful forms (*web charts, T-charts, flow charts*, etc.) for analysis and presentation (1.8)
- g. apply geographic knowledge and skills to everyday life (1.10)
- h. plan and make written, oral, and visual presentations (2.1)
- i. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3)

Sample Learning Activities

- Carry out a project with other students to investigate and report on the varied private and public human uses of one feature of the *physical environment* and the consequences of those uses.
- Participate in a pen-pal or electronic mail program and identify environmental concerns of same-age students in other communities, regions, or nations. Use those concerns and other sources of information to define environmental problems and propose ways of dealing with them in addition to current efforts being taken.
- Using old newspapers and plot maps, determine how the physical and human geography of the locality has changed over the years. Formulate hypotheses on why the changes occurred and on the roles of personal and public decisions in those changes. Interview informed residents of the community to investigate the validity of the hypotheses.
- Create a futuristic story about a community where a major, long-lasting energy crisis is taking place with no end in sight.
- Interview realtors, farmers, city planners, and business people in order to find out how factors of geography, such as location, nature of place, and communication and transportation infrastructures, play a role in making personal, business, and community decisions. Report findings and predict consequences of decisions.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
	<p>j. identify and define problems/issues concerning people’s use of the biosphere; propose alternative solutions, project probable consequences of the alternatives, consider different viewpoints, and evaluate costs and benefits of the alternatives in the light of aesthetic, practical, and ethical criteria (3.1; 3.2; 3.3; 3.6; 3.7; 3.8)</p> <p>k. explain the reasoning and identify the information that may be used to support a decision (4.1)</p> <p>l. analyze the duties and responsibilities of individuals in their societies (4.3)</p> <p>m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p> <p>n. recognize and practice honesty in academic work (4.4)</p>	<ul style="list-style-type: none"> • Attend Planning and Zoning Commission meetings, map changes being considered on a local map, and write an essay on “How Zoning Commission Decisions Affect Local Growth and Property Values.” • Coordinate a rural-urban student exchange. Compare private and public concerns in the two areas.

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. How have private and public decisions had long-term, far-reaching geographic effects (on resources, ecosystems, trade, etc.), sometimes giving rise to issues and controversies? How should such issues be analyzed and addressed? (SS2; SS5; SS7)
2. What responsibilities in private and public life do individuals have to their environments? (SS5; SS6; SS7)
3. How should we analyze and evaluate issues that involve public regulation of private property or shifts in the ownership of land from public to private or private to public? (SS2; SS4; SS5; SS6; SS7)
4. How should individuals use geographic knowledge, skills, and perspectives in solving problems,

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

- a. develop questions and ideas to initiate and refine research (1.1)
- b. conduct research including field inquiries involving interviews or surveys to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)
- c. use technological tools and other resources to locate information (1.4)
- d. interpret geography resources (maps, globes, atlases, etc.) and other sources (stories, news media, and direct observations, etc.) (1.5)
- e. evaluate the accuracy of information and the reliability of sources (1.7)
- f. organize data, information, and ideas into useful forms (web charts, T-charts, flow charts, etc.) for analysis and presentation (1.8)
- g. apply geographic knowledge and skills to everyday life (1.10)
- h. plan and create effective communications using a variety of methods, forms, and technologies, anticipating the impact on the audience and presenting ideas and opinions in an organized, convincing way (2.1; 2.2)

Sample Learning Activities

- Plan and carry out a mock trial of an eminent domain case or show in some graphic way how eminent domain cases are handled after having studied how decisions are made in such cases.
- Predict transportation needs for the local community in the next ten years by studying present-day traffic routes, property development, and census data. Show the predictions on a map. Invite a public official responsible for such decisions and discuss the predictions with him or her for reactions and suggestions for improvements.
- Determine the carrying capacity of different ecosystems in relation to land-use policies for the different regions of Missouri using resources from the Missouri Department of Natural Resources and other sources. Who determines such policies as what pesticides may be used, where animals may graze, and how industrial waste is to be handled?
- Investigate and report findings with regard to the following questions: What geographic factors should an individual consider before buying property? What private and public agencies serve to assist individuals in the process?
- Determine where to move following graduation from high school or college based upon one's education, career, or occupational plans.
- Interview a variety of people (e.g., family members, neighbors, teachers, business people, etc.) about the

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
<p>making decisions, planning for the future, and evaluating public policy decisions? (SS5; SS6; SS7)</p> <p>5. What happens to the public welfare when individuals, economic enterprises, and governments make decisions without considering their geographic implications? (SS2; SS5; SS6; SS7)</p>	<p>i. exchange information exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3)</p> <p>j. identify and define current and potential problems and issues concerning people's use of the biosphere; propose alternative solutions, project probable consequences of the alternatives, consider and assess different viewpoints, and evaluate costs and benefits of the alternatives in the light of democratic ideals and aesthetic, practical, and ethical criteria (3.1; 3.2; 3.3; 3.6; 3.7; 3.8)</p> <p>k. explain the reasoning and identify the information that may be used to support a decision (4.1)</p> <p>l. evaluate the processes used in investigating questions, solving problems, and making decisions, and identify ways of improving those processes (3.4)</p> <p>m. analyze the duties and responsibilities of individuals in society, and evaluate how individuals in a variety of roles affect their communities and environments (4.3)</p> <p>n. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)</p> <p>o. recognize and practice honesty in academic work (4.4)</p>	<p>importance of the physical and cultural characteristics of places when choosing to locate or relocate in their jobs. Develop scales to quantify the relative importance of physical and cultural characteristics of a place.</p> <ul style="list-style-type: none"> • Study maps of the local community or county that show public lands (e.g., parks, landfills, airports, etc.). Then, investigate these questions: How does the percentage of public land in the local community compare to that in other communities, counties, or states? How do decisions by public bodies with regard to reserving some lands for various public uses affect land values of private property? Share findings in creative ways. • Identify, illustrate, and evaluate how the local community has modified local physical systems (rivers, soils, vegetation, animal life, etc.) over the past one hundred years. • Debate issues involved in dealing with toxic and hazardous waste at the local, state, and national levels after investigating sources with different perspectives on the subject. • Select for study a major historical public works project, such as the U.S. Interstate Highway System, T.V.A., Aswan Dam, or Panama Canal. Communicate findings in any of a variety of ways. • Plan and carry out a debate or a panel simulation among people with different perspectives on a local land-use issue. Compare to similar debates occurring in other times and places. • Use data from news sources to compare public and private responses to natural disasters and determine how those responses mesh with one another. What type of planning, both public and private, was in place before the disaster? What type of relief followed or should follow the disaster? How can citizens assist in such matters?